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| **School:** | Atlantic Coast | **Subject:** | U.S. History | **Teacher:** | Robinson | **Lesson Plan Date(s):** | November 19, 2015 |

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| PRE-PLANNING | **OBJECTIVE**  What will your students be able to learn? | **Standard/Benchmark**: | |
| Examine the progressive policies of US Presidents Roosevelt, Taft, and Wilson | SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life. | |
| **ASSESSMENT** *“Begin with the End in Mind”*  How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | | |
| By the end of the Work period – students will have completed the graphic organizer identifying the progressive policies and/or actions of each of the presidents.  By the end of their independent work session, students will have completed an extended response explaining how the progressive presidents reformed American society socially, politically and economically.  Through the exit ticket, students should be able to answer the essential questions citing evidence from the lesson to support their answer. | | |
| **ESSENTIAL QUESTION**  A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught. | | |
| How did the progressive presidents shape American society in the early 20th century? | | |
| **HIGHER ORDER QUESTIONS (3-5 questions)**  What questions will be answered to provoke higher order thinking and include Moderate to High FSA Complexity Levels? What would the ideal student response be for each question? | | |
| Why did Roosevelt take an active role in addressing societal problems?  What actions caused William Taft to lose the support of some Progressive Republicans?  How did Wilson earn the respect of progressives?  What can you infer about Wilson's belief in free enterprise?  How are Theodore Roosevelt’s policies similar to Woodrow Wilson’s policies? How are the policies different? | | |
| LESSON CYLCE  REINFORCEMENT | **BELL RINGER (10 min) or FOCUS LESSON (30 min)**  Follow the Focus Calendar to provide reinforcement of previously taught skills. | **TIME**  Approximate | |
| 10 min BR | 30 min |
| Students will analyze the political cartoon, use their knowledge of U.S. History to answer the question, and explain their reasoning.    This cartoon was published in the *New York-American Journal* in 1902. Which legislation was directed at remedying the evils depicted in the cartoon?   1. Prohibition 2. child labor laws 3. Meat Inspection Act 4. workman’s compensation laws   Volunteers will be called on to share their responses. |
| **INTRODUCTION**  Brief part of the lesson when students learn the objective/essential question and how mastering the objective leads to achieving the bigger goal of the course.   * Provide a hook to motivate students and link to prior knowledge in order to introduce a new concept. * Explain the relevance of lesson and the importance of learning the concept. * Introduce important vocabulary using the word wall as an interactive learning tool. | *5-10 min* | |
| I will introduce the lesson by reviewing the essential questions and objectives for today’s lesson with the class. To help students acquire background information for each of the presidents, I will show them three short video clips that provides them with an overview of some of the accomplishments that each of the presidents made while they were in office. |
| **MODELING** *“I DO”*  Component of the lesson when teacher explicitly models to students exactly what they are expected to do during guided practice and eventually during independent work.   * Conduct a think aloud while modeling the steps to completing an activity or solving a problem. * Model the use of a graphic organizer. * Use questioning techniques such as re-directing, wait-time and prompting. | *10-15*  *min* | |
| Students will be distributed a graphic organizer. After each video clip, I will show the class a Power Point slide that highlights some of the details about each of the presidents, as I review the information, students will complete guided notes. |
| **GUIDED PRACTICE** *“WE DO”*  Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the modeled portion of the lesson.   * Incorporate the use of a collaborative strategy in small groups. Encourage student accountable talk during group discussion. * Perform checks for understanding. | *15-25 min* | |
| The class will be organized in groups. Each group will be assigned select passages to read within their groups. As they read, they will identify the progressive policies and/or actions of each president and summarize the details in your own words in appropriate column of their graphic organizer. Each group will be allotted 10 minutes to complete their assigned reading before moving to the next station.  * Theodore Roosevelt – Roosevelt and the Coal Strike of 1902, Roosevelt as a “Trust-Buster,” Government Regulation of Meat, Food, and Drugs, Regulation of Railways and Conservation of Natural Resources (pages 129 – 130) * William Taft – The Presidency of William Howard Taft, 1909-1913, The Election of 1912 and the “Bull Moose” Party (pages 130 – 131) * Woodrow Wilson – The Underwood Tariff of 1913, The Graduated Income Tax, The Federal Reserve Act, The Clayton Antitrust Act, and Later Reforms (pages 131-133)   After each group has had an opportunity to rotate to all of the stations, students will be called on to share the information they have recorded in their charts with the whole group. As students share out with the whole group, I will provide students with opportunities to engage in accountable talk by asking them to expound on the information their classmates have provided.  As students are working within their groups, I will perform checks for understanding by posing the following questions to students:  Why did Roosevelt take an active role in addressing societal problems?  What actions caused William Taft to lose the support of some Progressive Republicans?  How did Wilson earn the respect of progressives?  What can you infer about Wilson's belief in free enterprise?  How are Theodore Roosevelt’s policies similar to Woodrow Wilson’s policies? How are the policies different? |
| **INDEPENDENT PRACTICE** *“YOU DO”*   * Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson. * Circulate around the room to provide individual support | *15-25 min* | |
| Students will use the information in their graphic organizer to respond to the question:  How did the progressive presidents reform American society socially, politically and economically? Discuss each president individually and provide specific details about the policies they created and/or actions they took to bring about social, political and economic changes to American society. |
| **DIFFERENTIATED INSTRUCTION**   * Differentiate your instruction to reach the diversity of learners in your classroom. * Pull small groups or individuals for more intensive support. * Conduct Center Rotations |
| **Teacher Directed:** Guided Notes |
| **Independent:** Extended response |
| **Technology:** Video Clips, Power Point Slide |
| **CLOSURE**   * Wrap up the lesson and help students organize the information learned into a meaningful context. * Have students reflect on or answer the Essential Question. * Help students connect today’s learning to their bigger goal in the course. | *5*  *Min* | |
| Students will respond to the essential question via exit ticket:  How did the progressive presidents shape American society in the early 20th century? Cite specific evidence to support your answer. |
| **HOME-LEARNING**  How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts? | | |
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